

A STUDY ON EMOTIONAL INTELLIGENCE AND ADJUSTMENT AMONG ADOLESCENTS

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ABSTRACT

The present study measures the level and relationship between Emotional Intelligence and Adjustment among Adolescents. Adolescence is a transitional phase from childhood to adulthood that takes place between the age of 13 to 19. Emotional intelligence is the ability to monitor one's own and others feelings and emotions, to discriminate among them, and to use this information to guide one's thinking and actions. Whereas emotional adjustment refers to an individual's adaptation in emotional relationships within and with other people, both inside and outside the school, as reflected in the individual's attitudes and behavior. The present study includes a sample of 50 adolescents from both the genders. The two variables in the present study are emotional intelligence and emotional adjustment. Randomized sampling is used as a technique for data collection. The present investigation is an exploratory and descriptive design of research. Both primary data and the secondary data is taken into consideration in the present research. The two questionnaires used were (1) What's my Emotional Intelligence score? (Goleman, D., 1995). Source of this questionnaire is based on Goleman, D., Emotional Intelligence: Why it can matter More Than IQ (New York: Bantam Book, 1995) and (2) Adolescent's Emotional Adjustment Inventory designed by Dr. R.V. Patil (1989). This questionnaire is reliable to measure the emotional adjustments of adolescents. The major findings of the present study are that the level of emotional intelligence is high whereas the level of emotional adjustment is moderate and there is a positive relationship between emotional intelligence and emotional adjustment of the adolescents.

Keywords: Adolescent, Emotional Intelligence and Emotional Adjustment.

INTRODUCTION

Adolescence is a transitional phase from childhood to adulthood that takes place between the age of 13 to 19. The physical and psychological changes that is seen in adolescents occurs earlier, during the preteen or “tween” years (age 9 to 12). Adolescence is found to be the period of discovery and disorientation. Teenagers usually raise questions about independence and identity. Adolescents face challenging choices when dealing with gender, academics, sexuality, gender identity, drugs and alcohol as they start acquiring their sense of self.

Teenagers have an egocentric perspective on life; they focus on themselves and believes that others (this can go from best friends to crushes) focus on them too. But this perspective reduces as they grow older. They often struggle with insecurities and feelings of being judged. During this time, their strong relationships with family members are often substituted with peers, romantic interests and appearance, which are given more importance. Teenagers naturally face anxiety due to the physical development; about their relationship with others and one’s place in this large world. It is natural to have mild anxiety and other challenges, but it is also the time when serious mental health issues emerge. It is better to address such disorders earlier to have better results.

The present world views “emotional intelligence” as factor to understand and predict individual’s performance. The concept of emotional intelligence was introduced by Salovey and Mayer in the early 1990’s. Daniel Goleman in his book “Why it can matter more than IQ” popularized the concept if emotional intelligence in the year 1995.

Emotional intelligence is the ability to create positive outcomes in relationships with others and with oneself. Emotional intelligence is the ability to monitor one’s own and others feelings and emotions, to discriminate among them, and to use this information to guide one’s thinking and actions (Mayer & Salovey, 1993). Emotional intelligence (EQ) is the ability to manage one’s emotions, along with other people’s emotions.

An emotionally intelligent individual will have the following abilities:

- Identify personal feelings / identify feelings
- Know to interpret emotions
- Understand how emotions can impact others
- Regulate one’s own emotions
- Manage other people's emotions

Even though Emotional intelligence is a skill that some naturally inherit, it can also be practiced and developed by an individual. When an individual practices emotionally intelligent behaviors, these behaviors will replace the maladaptive behaviors.

The 5 features of emotional intelligence:

Daniel Goleman found out 5 basic features of EQ, each with their own benefits:

1. Self – awareness
2. Self - regulation
3. Empathy
4. Motivation
5. Regulation

Emotional intelligence is said to include 3 skills such as; emotional awareness, the ability to identify one's own emotions, the ability to control these emotions and apply them to tasks involving thinking and problem solving and the ability to manage emotions (one's own emotions and helping out other people with managing emotions).

Emotional Adjustment refers to an individual's adaptation in emotional relationships within and with other people, both inside and outside the school, as reflected in the individual's attitudes and behavior. Emotional adjustment refers to how an individual maintain emotional equilibrium even when faced with internal and external stressors. Emotional adjustment is also called as personal adjustment or psychological adjustment. This phenomenon is facilitated by cognitive processes of acceptance and adaptation. E.g. when an individual faces an identity crisis, s/he would maintain emotional control and display coping behavior.

Emotional adjustment is an important aspect of mental health and disregarding or not developing this would result in mental disorder or psychopathology. It is from home and school that children learn various skills and abilities such as learning process, social communications, handling emotions and the management of day-to-day interactions (Raju & Rahamtulla, 2007). This desire can be encouraged by people such as parents, teachers and significant others who live in the society.

According to C.V. Good (1959), adjustment is the process of finding and adopting modes of behavior suitable to the environment or the changes in the environment (Mangal, 2002, p.490). Adjustment is the process by which a living organism maintains a balance between its needs and the circumstances that influence the satisfaction of these needs. The achievement and personality development of students in school is influenced by adjustment.

On the other side adjustment is an essential aspect of one's life. A person who adjusts himself in every situation or environment can never fall in his life as compare to those who find it difficult to adjust themselves in different situations. Those who have sound emotional intelligence can adjust in any environment. Adjustment is an unending process and is bound up with human life. It is continuous process to produce harmonious relationship between man and his environment. Adjustment is a satisfactory relation of an organism to its environment (Symonds, 1949). Large number of the researches and studies has been conducted in the field of emotional intelligence and adjustment in order to highlight various important aspects some are mentioned here.

Significance of the Study:

Adolescent is a dynamic stage of life. There are numerous problems that adolescent's may encounter. As the growth of further stages depends on this stage of life, it is necessary to make the environments conducive for adolescents. The present research firstly, aims to study the level of emotional intelligence and the level of emotional adjustment among adolescents. Secondly, this study also explores the relationship between emotional intelligence and emotional adjustment of adolescents.

Literature Review:

Kour and Soni (2018), conducted a study on the adjustment problems of adolescence in relation to emotional intelligence. The sample size was 100, adjustment inventory by A.K.P. Singh and R.P Singh (1983) and Emotional intelligence inventory developed by Mangal were the tools. The results reveal that there is a significant positive relationship between adjustments of adolescent students in relation to their emotional intelligence.

Almajali, Saraireh, Laid Bendania, and Katanani (2016), explored the level of Emotional Intelligence and its relation to psychological adjustment among the University of Jordan students. The results indicated a positive relationship between Emotional intelligence and social psychological adjustment. Significant differences were found in the level of social psychological adjustment and gender stating that females are more psychologically adjusted. The result also showed statistically significant differences in the level of both of emotional intelligence and social psychological adjustments due to the study level.

Bhaska, Rudramma and Komala (2014) conducted a find the relationship between the level of stress and Adjustment among adolescents. The mean scores of the boys and girls showed unsatisfactory and average level of adjustment. There was significant difference in gender with regards to home and social adjustment areas. There was significant relationship between stress and social, emotional and total adjustment areas.

Rajeswari and Eljo (2013) in the study on emotional adjustment of adolescent school students, the study also aimed to suggest appropriate life skill measures to enhance emotional stability and positive development of adolescent school students. The result of the study showed that there is low level of emotional adjustment ability among the adolescent's school students.

Ghanawa, Muke, Chaudhury, Kiran (2016) studied the relationship of Family Functioning and Emotional Intelligence in Adolescents. The study was conducted among 52 adolescents age ranging between 16-18 years, the samples were selected using purposive sampling method. The findings showed positive correlation between family functioning and emotional intelligence. Thus proving the significance of healthy family functioning in developing better emotional intelligence.

Sanchez, Fluja and Becerra (2017) conducted a study on the role of Emotional Intelligence in Psychological Adjustment among Adolescents. A total of 211 Spanish adolescents from the age of 13 years participated in the study. The findings revealed a positive correlation between psychological adjustment and all scales from the Emotional Intelligence Inventory (Interpersonal, Intrapersonal, Stress management, Adaptability and General mood).

STATEMENT OF THE PROBLEM

To study the level and relationship between Emotional Intelligence and Adjustment among Adolescents.

RESEARCH QUESTIONS

1. What is the level of emotional intelligence of adolescents?
2. What is the level of emotional adjustment of adolescents?
3. What is the relationship between emotional intelligence and emotional adjustment of adolescents?

OBJECTIVES OF THE STUDY

1. To estimate the level of emotional intelligence of adolescents.
2. To measure the level of emotional adjustment of adolescents
3. To find out the relationship between emotional intelligence and emotional adjustment among adolescents.

HYPOTHESIS

1. The level of emotional intelligence of adolescents will be high.
2. There will be a higher level of emotional adjustment among adolescents.
3. There will be a positive relationship between emotional intelligence and emotional adjustment of adolescents.

RESEARCH METHODOLOGY

Variables:

The two variables in the present study are:

1. Emotional Intelligence
2. Emotional Adjustment.

Sampling Design:

In the present research random sampling technique is used for data collection. Individuals who falls in the range of 10 to 19 years are taken into consideration. They were either high school students or college students. Both the genders male and females were a part of the sample.

Research Design:

The present investigation is an exploratory and descriptive design of research. The researchers in this study tried to explore and describe the emotional intelligence level and the levels of emotional adjustment among the adolescents. Relationship between Emotional Intelligence and Emotional Adjustment is also estimated. Both primary data and the secondary data is taken into consideration in the present research.

Tools Used:

The following are the instruments used in the present investigation:

- 1. Emotional Intelligence:** What's my Emotional Intelligence score? (Goleman, D., 1995). Source of this questionnaire is based on Goleman, D., Emotional Intelligence: Why it can matter More Than IQ (New York: Bantam Book, 1995). This questionnaire is apt to measure the emotional intelligence of adolescents. It includes ten standardized statements to evaluate the emotional intelligence of the sample. The adolescents were asked read the statements and mark the best option they feel.
- 2. Emotional Adjustment Inventory:** Adolescent's Emotional Adjustment Inventory designed by Dr. R.V. Patil (1989). This questionnaire is reliable to measure the emotional adjustments of adolescents. It includes thirty-three standardized statements to evaluate the emotional adjustments of the sample. The adolescents were asked read the statements and mark the best option they feel is correct. Likert scale is used to rate the statements. 1. Strongly disagree 2. Disagree 3. Neither agree or disagree 4. Agree 5. Strongly agree

Scope of the Study:

The present research measures the level of emotional intelligence and emotional adjustments of adolescents. Relationship between Emotional Intelligence and Emotional Adjustment is also measured. A sample of 50 students were included in this study from Mazoon College.

Sample:

The present study includes a sample of 50 adolescents from both the genders. Random sampling technique is used in the process of sampling.

Ethical Approach:

During this investigation, ethical principles were kept in high priority such as informed consent and confidentiality. The researchers were ensured to maintain high levels of physical and psychological safety of the participants. The participants were informed about the details of the study. Their names and identifications were kept highly confidential.

RESULTS AND DISCUSSION

Table 1

The level of Emotional Intelligence of the Adolescents:

Level of Emotional Intelligence	N	Percentage
High	9	18
Moderate	40	80
Low	1	2

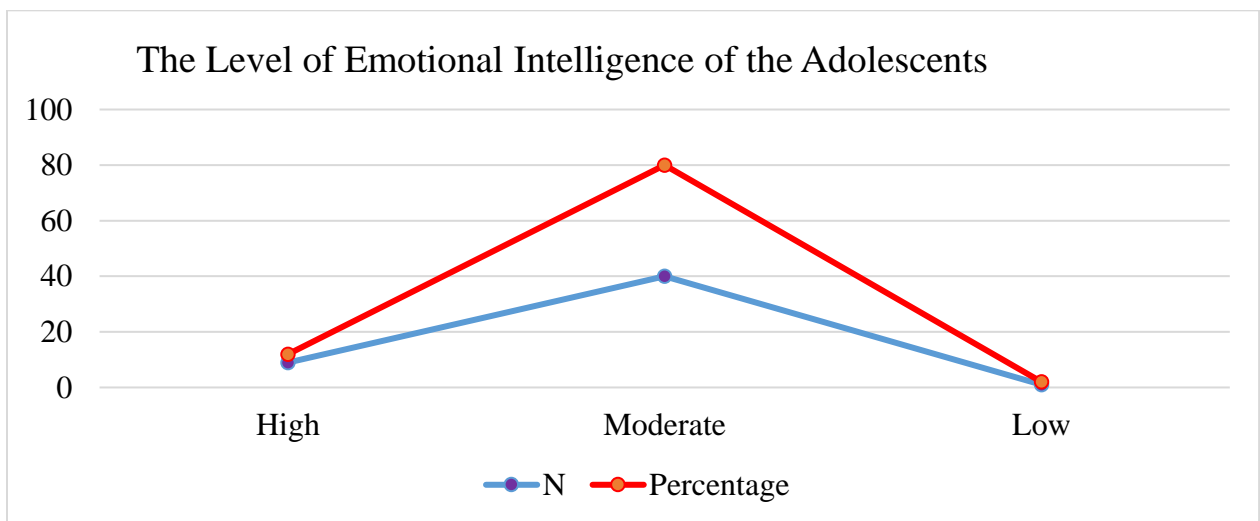


Figure 1. The Level of Emotional Intelligence of the Adolescents

Table 1 shows the level of emotional intelligence of the selected Mazoon College students. The table shows that 18% of the sample has high level of emotional intelligence. This indicates that the students have high self-managing ability and self-awareness. Highly empathic and possess excellent social skills including interpersonal skills. 80% of the sample has moderate level of emotional intelligence. This indicates moderate level of self-awareness, self-management depending on the situations and moderately empathic. They can perceive and appraise emotions correctly. On the other hand, there are only 2% of the sample with low emotional intelligence. This table shows that the selected students however possess a moderate level of emotional intelligence. Hence the hypothesis “The level of Emotional Intelligence among Mazoon College adolescents will be high” is rejected.

Table 2

The Level of Emotional Adjustment of the Adolescents:

Level of Emotional Adjustment	N	Percentage
High	36	72
Low	14	28

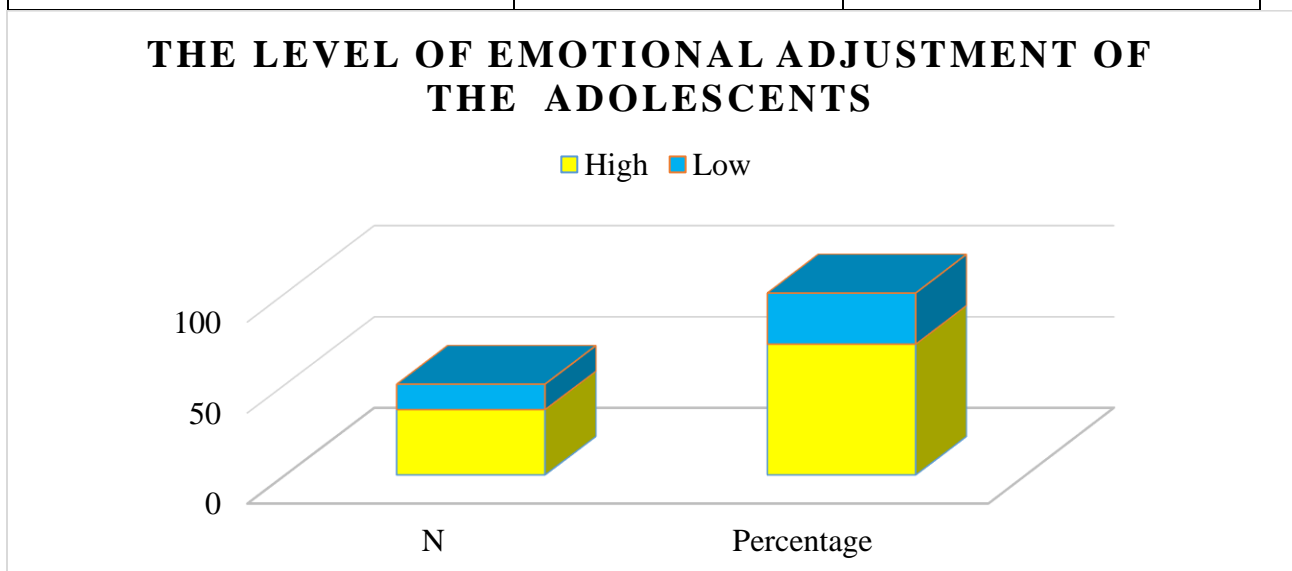


Figure 2. The Level of Emotional Adjustment of the Adolescents.

Table 2 shows the level of emotional adjustment of the selected students of Mazoon College. Maintaining an emotional balance when facing internal and external stressors is emotional adjustment. The table indicates that 72% of the students has high emotional adjustment, this proves that they inherit the ability to accept and adapt to circumstances, may alter attitudes or emotions appropriately to the situations. 28% of the students are having low level of emotional adjustment, this proves at times when on facing stressors, the samples may lose the equilibrium. Hence hypothesis 2 “There will be a higher level of emotional adjustment among adolescents” is perfectly accepted.

Table 3

Correlation between Emotional Intelligence and Emotional Adjustment:

Variables	Mean	SD	R
Emotional Intelligence	34.3	4.93	0.199
Emotional Adjustment	46.5	6.87	

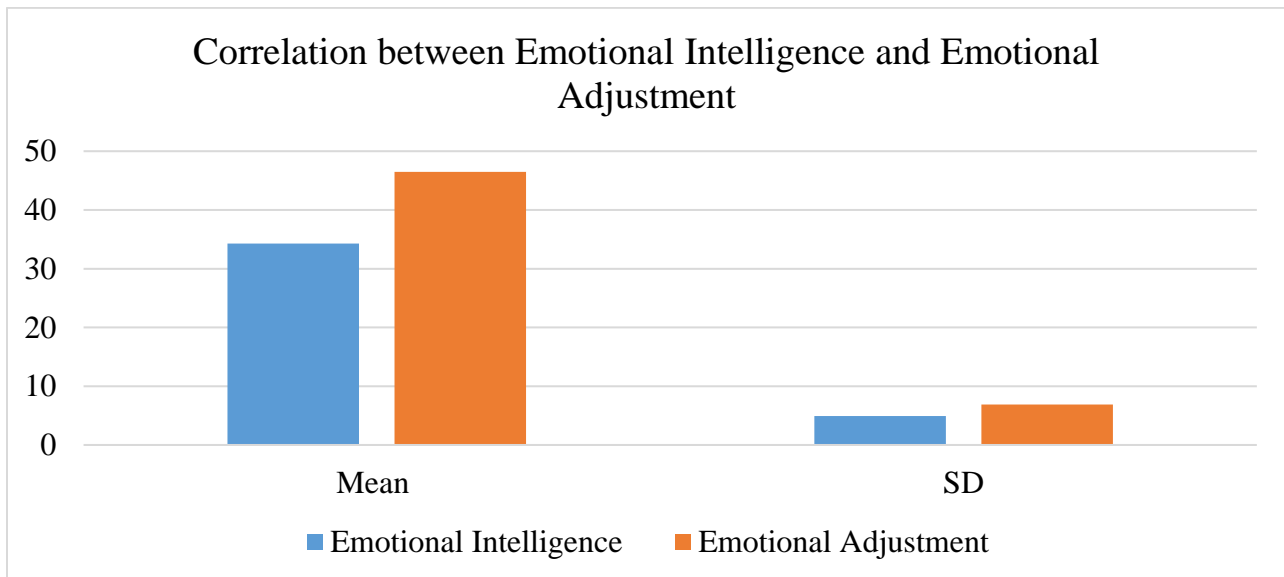


Figure 3. Correlation between Emotional Intelligence and Emotional Adjustment

Table 3 shows the correlation between emotional intelligence and emotional adjustment. The table shows a positive correlation between emotional intelligence and emotional adjustment. This proves when the emotional intelligence is high or high to moderate, the emotional adjustment will increase. Hence the hypothesis 3 “There will be a positive relationship between emotional intelligence and emotional adjustment of adolescents” is accepted.

Limitations of the Study:

1. The present study was limited to the adolescents only.
2. Only two variables, emotional intelligence and emotional adjustment were taken into consideration in the present study.
3. Unavailability of proper financial resources.
4. The present study was restricted to one college only.

CONCLUSION

The present research firstly, aims to study the level of emotional intelligence and the level of emotional adjustment among adolescents. Secondly, this study also explores the relationship between emotional intelligence and emotional adjustment of adolescents. In the present research randomized sampling is used as a technique for data collection. The investigation is an exploratory and descriptive design of research. Both primary data and the secondary data is taken into consideration. This study includes a sample of 50 adolescents from both the genders. Randomized sampling is the technique used in the process of sampling. The two instruments used in the present investigation are What’s my Emotional Intelligence score? (Goleman, D., 1995) and Adolescent’s Emotional Adjustment Inventory designed by Dr. R.V. Patil (1989).

The major findings of the study are:

1. 18% of the sample has high level of emotional intelligence and the students were observed to have high self-managing ability and self- awareness.
2. Adolescents are highly empathic and posses’ excellent social skills including interpersonal skills.
3. 80% of the sample has moderate level of emotional intelligence with moderate level of self-awareness, self-management depending on the situations and moderately empathic.

4. There are only 2% of the sample with low emotional intelligence.
5. It is concluded that 72% of the students has high emotional adjustment which proves that they inherit the ability to accept and adapt to circumstances.
6. 28% of the students are having low level of emotional adjustment and this proves at times when on facing stressors, the samples may lose the equilibrium.
7. This study found that there is a positive correlation between emotional intelligence and emotional adjustment.
8. It is concluded that when the emotional intelligence his high or high to moderate, the emotional adjustment will increase.

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